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INDIANA UNIVERSITY BULLETIN

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INDIANA UNIVERSITY EXTENSION DIVISION



HISTORY CONSULTATION SERVICE

Designed to Aid Teachers
in the Public Schools

Entered as second-class mail matter March 2, 1914, at the postoffice at Bloomington,
Indiana, under act of Congress of August 24, 1912

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History Consultation Service for Teachers in the Public Schools

Nature and Origin of the Work. History Consultation is a form of consultative or directive work with history teachers in the public schools. It has recently been developed in connection with other public service activities of the Extension Division, and is designed to meet the needs of school systems desiring counsel in the organization of history courses, and in the study of methods and the analysis of the results of history teaching. It includes, in a limited way, the essential features of the school survey. Its aim is to study at first hand the conditions underlying the history instruction in all grades of a school system, to evaluate the work, and to point out needed changes or approve and encourage commendable features. At the conclusion of such a survey, a written report, embodying an estimate of the work in general and offering suggestions for its improvement, is made to the school superintendent.

This service is further designed to promote the scientific study of history teaching, both by experimentation under normal conditions and by testing results in a large number of schools. The opportunity presented for studying the problems in a broad way, and for testing by actual classroom practice those theories which underlie approved methods of instruction, easily places such consultation work in the front rank of the forces operating to place history teaching on a more scientific basis. In connection with the Bureau of Coöperative Research of the University, a study has already

been inaugurated for determining the factors to be considered in an analysis of the results of history instruction.

This work in history consultation had its origin in a brief consultation service with a number of Indianapolis teachers during the first half of the school year, 1913-14. At that time the University was requested by Superintendent J. G. Collicott, of the Indianapolis schools, to furnish for his teachers a consulting adviser in the subject of history. In response to this request, the University sent Mr. Oscar H. Williams, Critic Teacher in History, who spent about two weeks in the Indianapolis schools in consultation with the seventh and eighth grade history teachers. He visited classes, observed the teaching, held group conferences, and gave personal counsel to teachers and supervisors on methods and standards of work. This consultation, itself a new type of supervisory direction, proved so stimulating and helpful that many of the Indianapolis teachers asked that it be continued and extended another year.

During the Educational Conference, held at the University in the spring of 1914, a number of school superintendents and specialists expressed the opinion that no more helpful service to the public schools could be rendered than that of sending its trained experts for consultation with the schools. This point was stressed in an address by Dr. William F. Book, State Director of Vocational Education, and also in a paper written by Superintendent L. J. Montgomery, of South Bend.

Expansion of Consultation Service. In response to the growing consciousness of the need for expert counsel in school work, the University arranged for the continuation of the history consultation work, under direction of the Extension Division. In October, 1914, an announcement of the plan for the work was sent to a number of city school superintendents in the State. As a result, during the Fall term a number of requests for a consultation survey in history were received, and Mr. Williams was assigned to the schools in the order of the applications. During the first semester of the school year, 1914-15, ten school systems were visited. A brief review of the work of the half year follows:

In the Indianapolis schools, about two and a half weeks were given to the work, the ground being covered more thoroly than in the previous year. In the schools of East Chicago

and Indiana Harbor (one corporation), Mishawaka, South Bend, Kokomo, Crawfordsville, and Seymour, from two to four and one-half days each were given to the study of conditions and consultation with the teachers. In three of the smaller systems,—viz., Summitville, Pendleton, and Frankton,—a day each was devoted to a brief study of the needs of this grade of schools.

Additional activities of the Extension Division, in connection with History Consultation, conducted during the year by Mr. Williams, are the following: (1) A course of lectures before the City Normal School, Indianapolis, on the Teaching of History in the Elementary Schools; (2) a Lecture-study class with a group of Indianapolis teachers for eighteen weeks in the same subject; and (3) a Conference on History Teaching in Secondary Schools, organized and held at Gary, Indiana, February 26 and 27, 1915. This Conference was distinctive in that it concentrated attention upon two or three aspects of history teaching,—viz., concrete practical problems, such as effective collateral reading and notebook work; the vitalizing of history work thru visualized instruction and pageants; and standards for judging the worth of courses of study and methods of instruction. It was attended by about seventy-five teachers and principals from high schools of northern Indiana and the city of Chicago.

The following is a statistical view of the consultation work for the year 1914-15:

Number of school systems visited.....	10
Number general meetings held.....	7
Number round table conferences held.....	23
Number teachers present at conferences.....	350
Number full recitations observed.....	257
Total number pupils in classes visited.....	6,280

Plans for 1915-16. During the year 1915-16 the work in History Consultation is to be further extended. The services of Mr. Williams will again be placed at the disposal of the schools for one semester. Upon request of the school officials in any town, township, or city, Mr. Williams will visit its schools to advise and counsel with the teachers upon the problems of teaching history. He will observe the work of each teacher for at least one full recitation. He will conduct round-table conferences of small groups of teachers, with a view to making common property the most effective methods, the

results of experimentation, and appropriate standards for judging the work. As a basis for the conferences, a pamphlet setting forth the point of view, the nature of the subject, the values claimed for it, and the special method and standards for judging the efficiency of history instruction, will be furnished the teachers without charge.

With respect to Mr. Williams, it should be stated that for some years he has directed the practice teaching in history in the University, and has given the courses in the teaching of history in the School of Education. He is the author, in collaboration with Professor Samuel B. Harding, of the study on *History Teaching in High Schools*, published by the University in 1909. He was the chairman of the committee of the History Section of the State Teachers' Association which prepared the volume of *Readings in Indiana History* (470 pages) recently published for the schools by the Extension Division. His position is now that of Assistant Professor of Education.

Some Results and Conclusions. The benefits to a system of schools of consultation work with any group of its teachers readily become apparent. The most immediate benefit is perhaps found in the impetus to better work given to teachers in the everyday teaching of their subject. Teachers receive, in many instances for the first time, a real conception of the proper aims, an intelligent view of the better practices, and a working notion of efficiency standards. This result is reached in part thru discussion in conferences, and in part thru practical application in demonstration work.

More fundamental results are seen in the coöperative efforts on the part of teachers and principals, with a view to the elimination of shortcomings in the work. In several systems in which consultation service was rendered in 1914-15, the teachers have inaugurated a definite study of conditions, and thru a selected group have undertaken to bring the history work to a higher standard of efficiency. In South Bend, for example, a committee of representative teachers and principals has been engaged since December in formulating a course of study in history and civics, in discovering fresh and interesting materials, and in studying the needs of the schools with regard to facilities for teaching the subject. In Kokomo a similar committee, consisting of elementary and high school teachers, has developed this year one of the most instructive

and best balanced courses of study in history and civics to be found in the State.

It is not too much to say that the immediate impulse and the insight to intelligent action in much of this constructive work has arisen directly from the consultation service.

Conclusions as to conditions in the history work in many systems of schools in Indiana may be summarized in brief:

1. *As to courses of study.* In very many, if not a majority, of the cities and towns, the elementary school course in history and civics is more or less chaotic; often without apparent unity of thought or purpose; in places meager, almost barren, in materials; and woefully one-sided and narrow, being confined almost exclusively to American history, with tiresome repetition of fact and point of view. The high school course, thanks to the standardizing influence of the reports of the two important committees (Committee of Seven and Committee of Five), offers a better selection and organization of fields, tho often ill-balanced as between the earlier and more modern periods. A more distinct place, moreover, should be made, for others of the social sciences, e.g. Civics and Elementary Economics.

2. *As to material equipment.* In the great majority of schools, the material facilities for history instruction are inadequate. In very great numbers of cases, the teaching of history is limited thruout the grades to a single textbook. Equipment for visual instruction—maps, charts, pictures, lantern views, sand-tables—is totally wanting. Reading material of a really vital sort is scanty and inaccessible to the schools.

3. *As to methods of teaching.* Save here and there in the case of the exceptional teacher of history found in every system of schools (and the number of such is surprisingly large), the teachers appear not generally to have defined their purposes in teaching the subject. They appear, also, to have no clearly defined standards of work. Often their dominant aim would seem to be to cover a given amount of a textbook and to prepare their pupils for the examinations. The great end of historical instruction, to give to pupils an intelligent appreciation of present-day life and problems, apparently has no place in the average teaching of the subject.

Surveys in History Teaching. In all cases, except in those schools in which only a cursory study of conditions was made,

a written report embodying a survey of the work and recommendations for improvement was submitted to the school authorities. With the consent of the school systems concerned, the report made in two cases is incorporated in this bulletin, with a view both to giving a notion of how conditions were treated in the survey, and to revealing the history situation in two representative systems of city schools. It is not to be understood that the conditions were worse in the two cases treated; indeed, in many respects they were superior to those in other cities visited. On the whole, the history work in the two places noted below was on a par with that in the better systems thruout the State. We believe, moreover, that it is now on the way to very decided improvement.

Appendix A.—A Survey of the History Program in the Kokomo Public Schools

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Introductory Note. At the request of Superintendent Haworth, the Extension Division undertook a brief survey of the history work in the Kokomo public schools. The writer spent three days in visiting the high school, and the Lincoln, Palmer, Meridian, Central, and Willard buildings. Not all the work was seen at any one of these schools, but sufficient teaching was seen altogether to give an idea of its character and quality. The discovery was soon made that the chief deficiency lay in the course of study, which in the lower grades in particular was loosely organized and somewhat indefinite even with the teachers.

Two group conferences were held on the afternoon of January 11, and the important subject was what history to teach in the elementary grades. On the morning of the 12th, a special committee previously named by the superintendent to consider the course in history and civics met at the Central school with the visitor and held a conference on the proper plan for developing a satisfactory course of study. A general plan involving the nature of the stories and subject materials in each stage of instruction was outlined and the committee left to work out the details.

In the written survey herewith submitted, the writer has confined himself almost exclusively to the consideration of the course of study. That appears to be the most immediate problem confronting the teachers in these schools. A useful selection and gradation of materials having been made, their adaptation to children for purposes of instruction is a relatively easy matter.

Aims and Purposes. The first task of the teacher and of the supervisor, in constructing a program and applying methods of work, is a clear analysis of aims and purposes to be accomplished in the work.

The aims of historical instruction may be defined both narrowly and broadly, that is, from the broad aspect of school aims, and from the narrower and more significant side of specific training.

Historical Instruction and School Aims. To quote from an earlier report prepared by the writer for another system of schools:

"The aims of educational effort and of historical teaching in the schools are more clearly apprehended. If we accept the comprehensive end, viz., that of general culture, history affords a potent instrument of education. For history, as few other subjects, if properly taught, carries the child beyond the narrow range of his personal interests, helps him to interpret human life in its practical aspects, serves to explain the best artistic and intellectual achievements of the race, and broadens and

humanizes the mind by bringing it into contact with peoples and leaders of other times.

"If social efficiency is the great end of education, history still remains an important agency. For it is history which best explains the nature of social evolution, reveals the problems which have confronted organized society in all ages, and trains the power of social analysis and of evaluation of social situations.

"If the chief aim of school training is citizenship, history is again a powerful agent in the educative process. For it is thru history that the best national ideals and traditions are to be transmitted, the origin and growth of civil institutions are revealed, and the great issues of civic life are explained."

Specific Training thru History. The special ends of history work are summarized in a suggestive way by a recent writer:

"The aims of the study may be formulated thus: (1) to give pupils an appreciation of the social and spiritual evolution of the race, and the important influence that individual members of society are exerting on the progress of civilization; (2) to assist pupils to an understanding of the character and function of existing social institutions and activities, and to aid them to adjust themselves more readily and completely to them; (3) to give pupils a basis for anticipating in part the trend of future events, and thus to help them to plan their careers more intelligently; (4) to inspire pupils with ideals of personal and social worth and to arouse them to effort in the coöperative undertakings of society; (5) to give a fund of relatable, usable knowledge, and a background for the study of all other branches of instruction; (6) to secure mental training, particularly with reference to the powers of social analysis, comparison, constructive imagination, inference, and judgment; to develop the historical attitude of mind, and, in general, to cultivate an appreciation of the significance of historical studies and an enjoyment of them."

History Aims and Course of Study. In the light of special and general aims in historical teaching, let us examine the available subject material and its arrangement in a course of study.

The Course as it Stands. Even a cursory survey of the program for history and civics in the Kokomo public schools reveals much to be desired both in the selection and in the gradation of materials. In brief compass, the elementary school course in these subjects is substantially as follows: (1) In grades one to three, a few conventional stories relating to Indians, pioneers, and the public holidays; a small number of Old Testament stories; and here and there a story connected with a world leader. Many of these stories are told and retold in the successive grades with little variation of detail. (2) In grades four and five are found other more or less stereotyped stories of the explorers, colonizers, and builders of the American nation. (3) In the sixth year, some "leaders and heroes" of the Old World (chiefly statesmen and generals) are given. (4) In the seventh and eighth grades, the State-adopted textbook forms the basis of the work. A semester devoted to elementary civics occurs in the last half of the eighth year.

¹Report of a Survey of the History Work in the Mishawaka Public Schools.

²Davis, *High School Course of Study*, 41.

The course in elementary civics lacks definite organization and has no well-defined correlation with the civics work in the high school. Moreover, civics in the grades is confined to this half year and entirely neglected in other grades. Much is left to the teacher in the choice of topics, point of view, and manner of presenting the subject. In one building which was visited some really effective work was being done in civics.

Treatment of the Stories. Below the seventh grade, the stories are usually treated as exercises in reading, language, or oral composition. They are also referred to in work in geography. In the lower grades history does not occupy a separate place on the program and receives only incidental attention in so far as it fits into the scheme of studies. The history work in these grades quite properly should be correlated with other subjects, but it should not become a mere incident in the exigencies of other studies. It should receive regular and careful treatment as other subjects usually do.

High School History. In the high school the course offered is the standard three years of history and civics taught in more than eighty-five percent of the high schools of the State. There occurs an injection of industrial history in the eleventh year. This subject, tho a valuable one for an industrial community, such as Kokomo, is rather badly correlated with the history course as a whole. It seems to have been engrafted upon the parent stock,—a stereotyped course with a poor balance between the earlier and later or more modern periods. More properly the industrial history should be offered as an elective in the freshman or sophomore year, to be taken as a correlative of courses in industrial training.

Does the Program Fulfil the Aims of History? One cannot refrain from asking whether history in such a scheme of work will fulfil the ends of history instruction. Will it give, even in limited degree, an appreciation of the spiritual and social evolution of the race? To what extent does it apparently seek to arouse pupils to effort in the coöperative undertakings of society? Will it serve to explain the function of existing social institutions and activities of the race? Will it give training in the analysis of social situations, or develop the historical attitude of mind, or cultivate an appreciation of historical studies or an enjoyment of them? One must seriously doubt whether a one-sided course, of meager and non-social material, as much of it is, will secure any of these results.

Shortcomings of the Course in History and Civics. To begin with, the course in the grades is confined almost exclusively to American history. Save in one year (the sixth) it almost completely ignores Old World antecedents of New World life. It nowhere presents a clear view of the earlier stages of human progress or a sufficient background of European beginnings and English origins of American ideas and institutions. The result must inevitably be for the pupil a narrow and one-sided conception of the place of America in world history.

In the next place, the course in the grades is marked by a dearth of materials. It is well-nigh barren of really vital and stimulating stories. It offers stories which are hackneyed and worn threadbare from sheer repetition. Children cling to old stories, it is true, but they love the old

in ever new forms. A fresh and interesting setting, a new aspect of the story itself, should characterize the story wherever it is necessary to use the same story again. In view of the copious and unfailing spring from which are drawn the materials of history, ever rich in social suggestiveness and stimulating quality, such meagerness in a course of study for children would seem to be almost unpardonable.

Another serious lack of the history course is the want of some civic instruction thruout the grades. In an age when civic spirit in the average citizen is at low ebb, when children and youth are growing up in neglect and defiance of authority, when the whole citizenry is permeated with indifference to community needs and community welfare, certainly some instruction in civic ideals and civic duties is needed.

Finally, the existing high school history course cannot readily fulfil the function of aiding pupils to understand present-day social institutions and activities, for the reason that it places undue stress upon the ancient and medieval at the expense of the modern period. It actually devotes twice as much time to the ancient history as to either modern or American history or to civics. One might well suspect that the aim is to prepare the children for citizenship in the imperial city of Rome or in the Athenian city-state. This would perhaps not be so deplorable in its consequences were these boys and girls all preparing to become classical scholars, or archeologists, or teachers of Latin or Greek. Most of them will become none of these. The chief or sole interest of the majority will consist in understanding thru history how the world of today has come to be what it is. The dominating factors which determine the Europe of today scarcely go back to the middle of the eighteenth century. Some achievements of permanent interest and value, in law and government, in art, philosophy, and literature, were wrought out in the days of imperial Rome and democratic Athens. But there is no need that these be given twice the time and attention as the great social and economic forces which have made the Europe of today.

Desirable Readjustments in the History Program. No one seriously questions the need of a definite place for the teaching of history and civics in every year of the elementary and high school. The question to be answered is, What types of material are suited to the various grades of instruction?

1. **HISTORY IN THE PRIMARY GRADES.** Simple elementary types of social and industrial life constitute the staple in the first three years of school work. These are presented in story form, in language and modes of expression which appeal to the child's experience and native interests.

The stories may be grouped, even in the first years, in such a way as to bring out the stages of man's advance in social organization. Thus stories of cave-men, of cliff-dwellers, of Indians and Eskimos, illustrate the hunting and fishing stage; stories of the Hebrew patriarchs (Old Testament)—of Abraham, Isaac, Joseph,—belong to the pastoral stage; those of the early settlers and of the pioneers of the Middle West stand for the agricultural; and those of the later pioneer, the industrial. Interspersed with these stories of more substantial fabric should be tales of imaginative quality, those of myth and folklore, which belong to the childhood of the race.

In every kind of story, the social and industrial life may be studied in concrete forms. The Indian stories, for example, will bring into relief the characteristics of their home life—their food, dress, shelter—their social customs, modes of transportation and exchange, as well as their customary occupations. The stories connected with the pioneers will likewise show how these simple folk met and solved the problems involved in obtaining food, clothing, and shelter.

No richer or more suggestive stories may be found than those of the western pioneers. So far as possible, pioneer stories of the locality should be worked up, as well as those of the State. The raw material for these stories, fresh, new, virile, is most abundant. It is found in the local traditions of the city, in the pages of county histories, in county records, and in files of old newspapers. Stories of the State's early settlement and growth are found in rich variety in the book of *Readings in Indiana History*. The teachers should, in these lower grades, become thoroly familiar with the material and work it up into new and attractive forms.

"The simple, thrilling biographies of early pioneer life are best calculated to awaken the interest of younger children," writes Charles McMurry. "They are plain and primitive and withal so energetic and spirited that they correspond to a child's physical and mental moods. Their heroism brings out those marks of prowess which children so much admire. They are in the main free from the complexities and entanglements of great wars and of later political and social institutions. The elements of personal character find for children a clear and full expression of pioneer danger and struggle and make an indelible mark upon them."

2. HISTORY IN THE INTERMEDIATE GRADES. In the fourth and fifth grades, a second survey of the world's history is made thru biographical stories. It may consist of stories of either actual or of type characters. In any selection not merely great statesmen or military leaders or popular heroes should be chosen. Men of action and achievement in other lines—in industry, art, literature, pioneering—are worthy a place. Discoverers, explorers, inventors,—pathbreakers of civilization—captains of industry, pioneers, all are attractive to children of these years.

The stories should, of course, be presented in their proper chronological setting, and should be so grouped as to present a summary view of the history of the race. Jane Andrews's classic *Ten Boys* presents such a view, with idealized or type figures, in a most excellent way. Tappan's *Old World Hero Stories* and *American Hero Stories*, two books dealing with actual historical characters, constitute another instance of the desirable arrangement. Harding's *Greek Gods, Heroes, and Men*, and *Story of the Seven Hills*, offer such a group of the earlier times.

The aim is not so much to present a connected story as to give the broad outline of human history thru these heroic and typical figures. "Somehow," writes Walter Bagehot of historical reading for children, "the whole comes in boyhood, the details later and in manhood. The wonderful series going far back to the times of the old patriarchs with their flocks and herds, the keen-eyed Greek, the stately Roman, the watching Jew, the uncouth Goth, the horrid Hun, the settled picture of the unchang-

ing East, the restless shifting of the rapid West, the rise of the cold and classical civilization, its fall, the rough impetuous Middle Ages, the vague, warm pictures of ourselves and home,—when did we learn these? Not yesterday nor today; but long ago in the first dawn of reason, in the original flow of fancy.”

3. HISTORY IN THE ADVANCED GRADES. Beginning with the sixth year, the study of history becomes more formal and systematic. It is the continuous narrative of man's development in his activities as a social being. Children are now beginning to reason in a simple way and are quite able to trace causal connections between facts and movements.

In these years still another “cycle” of the historical process is under survey. The sixth year is devoted to a study of European beginnings. This may be taken up in some such way as is done in Gordy's *American Beginnings in Europe*, or in Nida's *Dawn of American History in Europe*, or in Harding's *Story of Europe*. The first half of the seventh year should provide for a study of English history. Harding's *Story of England* is admirable for the purpose in view. The last part of the seventh and the first of the eighth year should be given to American history, followed by a half year of community civics. The division between the two semesters of American history will fall somewhere about 1815, thus giving the more time to the later national period and stressing the history of the nation since the Civil War.

Such a course, while it gives American history the place of chief importance, does not neglect its European connections. “The child should never be allowed to forget that America is the child of European civilization,” says Bourne, “that it received a great heritage of laws and traditions, and that its own life is unintelligible, save as it appears in its place in the history of the world.”

A word needs here to be said concerning the place of local and State history. In the year of American history, and in the study of community civics, the great issues and currents of the nation's life find innumerable applications in the history of Indiana. Such aspects as Indian wars, westward migration, land policies of the government, internal improvements, banking, slavery extension, and the Civil War itself, were all worked out on the local stage. A most convenient collection of material exists in the book of *Readings in Indiana History*. Where these questions are treated in the regular course, this book should be used by the class for illustrative purposes. It will make concrete and definite ideas which otherwise would remain remote and distant in their impressions.

4. CIVICS IN THE GRADES. As previously pointed out, there is both need and opportunity for civic instruction in every year of the school course. Below the sixth grade it will consist of simple lessons on the child's relations to his immediate social groups, the family, the school, the neighborhood. Right social and civic attitudes will be the constant aim of the teaching. For example, the first instruction will center about the home and will deal with the child's duties toward his parents, the younger children, the aged members, his pets, and so on.

Above the sixth grade, the work will extend to the wider social units, the city and State. It is here that the study of “community civics” be-

comes most fruitful. It will consider the relation of the pupil to the community, what he owes to the community, and how it serves and helps him. Nor should the study be confined to the mere academic discussion of these matters, but it should provide for actual participation in the activities of the community. Innumerable opportunities exist for such participation in connection with city sanitation, beautification, and even social surveys and amelioration. For example, the children may be encouraged to conduct a "clean-up" campaign in their respective neighborhoods, to plant trees and shrubbery about their homes and school grounds, to observe and report cases of ill-disposal of garbage, and the like.

In the seventh and eighth grades the study will consider the governmental aspects more fully than previously. A textbook such as Dunn's *Community and the Citizen* or Nida's *City, State, and Nation*, should be placed in the hands of the children not later than the last part of the eighth year.

5. HISTORY IN THE HIGH SCHOOL. A final survey of the history of mankind is made in the high school. There is here a new point of view—an increasing social emphasis—in the study of history. Says the Committee of Seven: "One does not need to say in these latter days that secondary education ought to fit boys and girls to become, not scholastics, but men and women who know their surroundings and have come to a sympathetic knowledge of their environment; and it does not seem necessary now to argue that the most essential result of secondary education is acquaintance with political and social environment, some appreciation of the nature of the state and society, some sense of the duties and responsibilities of citizenship, some capacity in dealing with political and governmental questions, something of the broad and tolerant spirit which is bred by the study of past times and conditions."

(a) *The Course in Ancient History.* The work properly begins with a study of the ancient world. The essential elements of the Greek and Roman civilizations—their place in history and their contributions to modern culture—are all that should be considered. Many sorts of things frequently taught in ancient history may well be discarded, for the simple reason that their bearing upon modern life and conditions is too remote. Such are dynastic history, details of early constitutional development, legendary stories, the struggle of the orders, and most of the wars of conquest. Says Professor James Harvey Robinson in this connection: "No one questions the inalienable right of the historian to interest himself in any phase of the past that he chooses. It is only to be wished that a greater number of historians had greater skill in hitting upon those phases of the past which serve us best in understanding the most vital problems of the present."

In a half year at most, high school pupils should acquire adequate knowledge of the ancient peoples to satisfy the conditions of historical perspective and to serve as the basis for later understanding of the Middle Ages or of the modern world.

"In the study of Athenian history in the secondary school," says the Committee of Five, "the early development should be disregarded and effort concentrated upon the actual workings of Athenian democracy in

the Periclean age. Likewise no attempt should be made to reconstruct the institutions of the regal period or the supposed history of the struggle between the orders. The teacher will do well if he leaves a clear understanding of the government of the republic in the period of the Punic wars, the character of the provincial system, the constitutional issues of the later republic, the changes introduced by Augustus, and the nature of the later empire. *Thruout the study of ancient history much better results would be secured by fuller and more descriptive study of significant epochs, at the expense of much chronological narration once deemed important."*

(b) *European History in the High School.* With a half year of ancient history, the pupils are prepared for a fuller treatment of European history since 800. Of this field, however, by far the most vital and significant to the understanding of the Europe of today is the portion since the middle of the eighteenth century. Medieval and early modern history, say to 1648, may readily be covered in a half year, leaving a full year to either modern or some combination of modern and English history since about 1600. In the latter course, whether of continental or of English history, time may be found for the growth and development of the British Empire, and in connection with this subject something may be done with the English colonies in America.

(c) *American History and Civics.* The last year of the course, usually the senior year of the high school students, is equally divided between American history and a separate study of civics. The former will be confined to the rise, development, and growth of the American nation. If the plan is carried out of treating the colonies in connection with English or European history, then the course in American history may begin with a general survey of the colonial period, and take up the detailed study at about 1760.

The treatment of American history should be by means of "longitudinal" topics rather than by the merely chronological order as is followed in the seventh and eighth years. That is to say, in the study of any period, the large topics should be traced entirely thru the period. Let us say the period under view is that of the rise of American nationality from 1783 to 1840. Then the relations of the new nation with foreign powers should be followed thru this period consecutively; so the rise of political parties, the development of a public land policy, the westward migration, and others. The growth and spread of slavery should be considered a unit from its early beginnings to the opening of the sectional strife about 1845. Sectionalism itself is a unit for study between 1845 and 1861. Later, these topics should be considered as still larger wholes and traced thru the entire history of the nation. Immigration, for example, should be treated as a whole from the beginning of its marked influence about 1820 to the present day; and so should be traced railway transportation, tariff legislation, financial history, party development, and so on. In this way, a unified impression of American history may be built up.

In civics, while giving due attention to State and local aspects of National questions, the attention should be given largely to the study of

these larger phases of public policy. Community civics, it will be remembered, has been studied in the seventh and eighth years. Even local questions should now be treated from the broad aspect of the nation. City government, for example, should be viewed on its administrative side from the point of view of the various modes of dealing with the question in this country, such as the city manager, commission plan, and others.

(d) *Industrial History and Economics*. As already indicated, industrial history as a separate subject should be offered as an elective in the ninth or tenth year. It will there best correlate with the industrial or pre-vocational studies. Economics may be taught as an elective in the eleventh or twelfth year.

Recommendations. A program of studies in history having been sketched in broad outline, it remains to prescribe a plan of action. This we are glad to do as follows:

1. The committee of grade and high school teachers, who have been commissioned to formulate a course, should continue in active work during another year. It should study the operation of the course which it has outlined, and gradually develop a directive syllabus. This syllabus should not only indicate the stories, topics, and larger movements, but should also point the way to the sources of such materials in books, periodicals, and local traditions.

2. The teachers of history in the schools of Kokomo should have a large share in directing the reading of children. They should be permitted to select most of the books, both for school libraries and the public library, relating to the subject and suitable for children. Few persons know so well as the teachers both the interests and capacities of children in matters of reading.

A noteworthy beginning has been made. Whether it is to bear its best fruit will depend upon the vigilance of the teachers and principals, acting in coöperation with the superintendent.

Appendix B.—History Instruction in the Public Schools of South Bend

By OSCAR H. WILLIAMS,
Assistant Professor of Education in Indiana University.

Introductory Note. In response to a request from the superintendent, the Extension Division of Indiana University, in November, 1914, undertook a consultation survey of the history work in the South Bend public schools. The writer was commissioned to carry out the work and in late November and early December spent the best part of a school week in visiting and conferring with the teachers, investigating the facilities for their work, and offering suggestions looking to the improvement of the work in general.

In the four days at his disposal, it was thought best to confine the visiting to the teachers of the grammar grades and the high school. With a few exceptions, every teacher in these grades was visited and observed thru an entire recitation period. In a very few cases, teachers of the fifth and sixth grades were also visited, tho no serious study of the work below grade seven was undertaken.

A general meeting for the discussion of aims and standards of historical instruction, and two round-table conferences, were held. Following the conferences, some more personal consultation was arranged. In the conferences and consultation an endeavor was made to offer helpful suggestions on the common problems and difficulties in the everyday teaching of history. With the belief that more definite suggestions and more extended recommendations are needed, this written report is respectfully submitted.

In the visitation and consultation, the quality of the instruction, and its efficiency as measured by the usual teaching standards, constituted the main point for consideration. No attempt was made to measure the quantitative aspects of the instruction. Standards of actual measurement in history work are as yet too little developed to permit their application with satisfactory results to classroom instruction.

In the visitation and conferences, the unfailing courtesy and hearty coöperation of all concerned, of the superintendent, assistant superintendent, principals, and teachers, placed the writer under lasting obligation to them for making an otherwise difficult task a work of real pleasure.

History Instruction and School Aims. In attempting a summary of conclusions as to the merits and shortcomings of the work in history, the writer finds the problem greatly simplified by the publication of the admirable report of the general school survey, which was conducted last spring by the Department of Education of the University of Chicago.

With the basic features of that report—its fundamental assumptions of educational theory and practice—he is of course in hearty and full accord. The report has set out, in some cases fully and concretely, the relation of history instruction to the realization of the proposed ends of education. It has treated the matter so clearly, and with such marked comprehension of the entire problem, that we may leave further consideration of the point to the perusal of the report. Certainly the report deserves the serious consideration and thoughtful study of the teachers of history and their supervisors in these schools.

It is important to state here that, in our opinion, adequate instruction in history—comprehending the selection, organization, emphasis, and treatment of subject material—is more vitally concerned with education for citizenship, for leisure, even for vocation, than it is with other ends of school training; and that it is more potent as an instrument for the realization of these aims than some others of the school studies, certainly more than is commonly credited to it. According as provision is made for one or another of these aims, or for all of them, in the general system of educational work, the selection, organization, and adaptation of history materials should be consciously shaped to the ends in view. As the matter now stands, in these schools, the history course as adapted by the teachers for purposes of instruction does make some, tho inadequate, provision for the first object, and has feeble regard for the second, and little or none for the third aim.

The history work in the South Bend schools has much to commend it. The absence of a rigid syllabus, leaving each school free to adapt the subject as conditions may require; the general mode of treatment,—the simple story and its dramatic presentation in the primary grades, the biographical approach in the intermediate years, the topical analysis in the grammar grades and high school; the central core of American history in the elementary schools, and the enrichment and broadening scope in the high school; the serious use of current topics at stated times; all these factors in the teaching of the subject constitute a sound and healthy basis of work.

And yet there are observable grave deficiencies of organization, equipment, and teaching of this most strategic subject. We shall attempt, in a constructive spirit, to point out the more striking shortcomings of the work.

The Program of Instruction. The scheme of work outlined in the printed course represents an earlier and serious attempt to study the problem and formulate a history course in harmony with the better practice of the time. The course as outlined is the result of the earnest study by a group of thoughtful principals and teachers. It is in consequence more nearly related to community needs than is the ready-made or borrowed course of study, so common even in the better systems of schools.

Nevertheless, it falls short of presenting a desirable or effective plan of work. Parts of it are antiquated and poorly adapted to the ends which society is now defining for educational effort. Even the teachers are frankly discarding portions of the civics outline. A cursory glance shows that from the primary grades to the high school its view even of American history is narrow and restricted. It would seem to be based upon the

assumption, neither well founded nor useful for instruction, that the history of the American people began about three centuries ago with the landing of the first permanent European settlers upon the Atlantic shore of this continent. Below the high school, the course of study utterly ignores the early stages of human history, neglects European beginnings, and is indifferent to English origins of American ideas. Apparently its makers failed to understand that many institutions fundamental to our civilization had their beginnings ages ago and in lands remote even from the home of our Anglo-Saxon forebears.

It was pointed out in the conferences that, in the grades under survey, the warp of American history is worn threadbare from sheer repetition. About the same facts are taught and stressed in the seventh and eighth years as in the fifth and sixth, and these are again rehearsed in the senior year of the high school. Little wonder that much of the charm and vitality of the nation's history are lost for high school students. These advanced students are served a stereotyped assortment of more or less conventional facts of a political character most of which they have honestly tried to digest twice or thrice before. Actual observation of the teaching in these grades, comparison in detail of the textbook matter for the different grades, and the semi-indifferent attitude of the advanced students as noted in classroom, together confirm the suspicion of the deadening effect of useless repetition. When substantially the same facts of colonial planting, of the growth of local institutions, of the contest for continental control, of the Revolutionary struggle, of constitution building, and of national development, are given all along the way with little freshness or variation in the manner of looking at them, it certainly is time to take stock of our resources and readjust our materials.

In the lower or primary grades, history teaching is confined to the telling of a few stories connected with Indian life and to the recital of conventional tales of the early settlement of the colonies. No mention is made in these years of the early history of the children's own State. No reference is made to the pioneer period of their county. No suggestion is offered of the early beginnings of their city. Yet the folklore of the pioneer epoch of the State and locality abounds in social suggestiveness as well as in charm and variety for children. The site of the city lay originally in the path of one of the early exploring and trading routes. A cluster of attractive and illuminating stories cling to the locality. Many of these narratives of explorer, trader, and pioneer huntsman and farmer contain experiences nearer the lives of children than those of Pilgrim and Puritan. For freshness, interest, and stimulating quality, they are in a class wholly by themselves.

These stories of pioneer times are now easily accessible to teachers. They occur in the oral traditions of the city. They are embodied in the county histories and in the papers of the local historical society. They are given artistic expression in the books of Maurice Thompson and Mrs. Levering. They and like tales are told by contemporaries in the important collection of *Readings in Indiana History*.

Old World tales of the simpler stages of human progress are suited to these grades. Old Testament narratives portray the simple nomadic life so full of interest and charm for children of these years. The stories

of patriarchs and of herdsmen furnish appropriate material for interpreting the more advanced stages of human life. Many stories of the early Greeks and Romans, of old Norse heroes, of Teuton and Anglo-Saxon in early times, are peculiarly adapted to children.

These stories may form the staple of the reading and language lessons as well as of the history. Their literary and ethical value is no less important than their historical significance. Classic collections of these stories are inexpensive and are readily procurable.

In the fifth and sixth grades, the instruction in history is restricted to the stories presented in a two-book series. These stories are exclusively those of American leaders, largely statesmen and generals. In the fifth grade, European leaders and stories of type characters, such as are found in Jane Andrews' classic *Ten Boys*, should find a place. Children find real enjoyment in being carried to the farther reaches of history. Such stories are found in the admirable series of books written by Professor Harding. In the sixth year, a book like Nida's *Dawn of American History in Europe*, or Gordy's *American Beginnings in Europe*, or Harding's *Story of Europe*, will give the needed perspective and background to American history when it is taken up in the seventh grade. All three books are admirably written and present the kind of emphasis required for a real understanding of European beginnings of American History.

The civics course in the elementary grades is even more ill-adjusted than the history outline. The congestion of civic instruction in the fifth and sixth grades, and its neglect in other parts of the course, are little to be commended either in theory or in results. Its plan of dealing with governmental functions to the exclusion of other social relationships is unsound and ill-advised. There should be definite provision for civics teaching of some kind in every year of the elementary school course. In the first years its matter and method should be quite simple, but the instruction will be no less definite and concrete. It will center about the home, the neighborhood, the school, the city. It will consist for the most part of simple instruction in the relations and obligations of the child to each of his social groups. A recent book, *A Course in Citizenship*, (published by the Houghton-Mifflin Company), offers a helpful plan of work for these grades.

In the grammar grades, preferably in the last half of the eighth year, a book of the type of Nida's *City, State, and Nation*, or of Dunn's *The Community and the Citizen*, should form the basis of the work. The civic questions relating to community life may best be understood when viewed in an historic background. The instruction in these grades should provide for a due proportion of practical information and observation and participation in the civic activities of the community. The opportunities for this kind of school instruction are manifold in such aspects as city sanitation, beautification, economics, and similar social and civic activities.

In the matter of emphasis, history instruction in the South Bend schools is almost purely a review of political development. It stresses the political aspects of discovery and settlement, of the planting of political institutions, the growth of governmental forms, the development of State and nation on the political side. Economic and social aspects of

national development are scarcely touched or only by incidental reference. The social aspects of settlement, for example, receive attention in textbook and classroom teaching hardly commensurate with their importance. The systems of slavery and indentured labor had far-reaching consequences of a social character upon the destinies of the nation. Yet in the study of the colonial period only incidental reference is made to both facts. The growth of significant social ideals deserves consideration at least in the high school. Freeing the people of the new nation from the trammels of the Old World, such as were found in the system of primogeniture, aristocratic caste, and other feudal survivals; the influence of the West and of the frontier upon democratic ideals; the rise and development of the free school system; the advancement of women in social and economic status—these are a few of many types of subjects which merit attention in a subject which has close and vital bearing upon education for socially efficient living.

Again, in our day, when the facts of industrial expansion and achievement loom so large upon the social horizon, the growth of industry should receive much more attention than is provided by bare mention at intervals in the course. The origin and development of a land system and of a public land policy, the tariff, commerce and banking, westward migration, immigration, transportation—each of these topics should be treated in consecutive manner even in the undifferentiated history course.

The real limitation in selection and emphasis of subject material lies in a State-adopted system of history textbooks, which, as was pointed out in the report of the school survey, are generally accepted by the teachers as a proper basis of work. The assumption would not be so profoundly deplorable in its consequences were these textbooks written in all cases from the point of view of the newer social needs. The remedy is to be found in the preparation of more definite syllabi, indicating types of desirable topics, giving options in most cases, and suggesting modes of treatment and proper emphasis in all cases.

To recapitulate: The course in history and civics is ill-balanced and ill-adapted to the newer social demands upon school training. It needs enrichment and expansion and definite gradation of material. The emphasis is almost purely political, whereas social and economic stress should have equal place in the teaching. The course is in sore need of revision, and its subject-matter and method should be embodied in helpful and suggestive syllabi.

Facilities for Instruction. Adequate facilities for proper instruction in history,—resources in books of the proper types, stores of lantern views of historic buildings, of weapons, armor, and articles of dress,—are presupposed in the equipment of any system of schools which demands and receives high-grade work of its teachers. Yet in no other respect is the deficiency in the history work more apparent in the South Bend schools. In other departments, such as physics, botany, chemistry, domestic science and art, and manual training, materials for work are supplied without stint. But in geography, civics, and history, demonstration materials, to say nothing of the right sort of reading matter, are almost wholly wanting.

Teachers of these subjects, it is true, have a responsibility in gathering and systematizing stocks of illustrative material, such as pictures,—inexpensive prints, cuts, photographs, postcards,—articles culled from magazines, and even occasional relics. The history teacher should be a diligent collector of visible materials for her craft. But apart from these personal collections, unique and distinctive in character, general stocks should be provided by the school city and passed on circuit to the buildings. One or two schools have made a respectable beginning by the purchase of a lantern and sets of slides for use in illustrating some phases of history and geography. Every school should at least have one of the moderately priced forms of the Balopticon or Radiopticon. Such a lantern would provide the basic means for much needed visual instruction.

Maps and charts of a really useful sort are needed. Nearly every building has a set of old-style political maps and a few relief maps. Both sorts have their uses, no doubt. But they are not greatly useful in teaching history. The historical facts are either not shown on the maps or are concealed by wholly irrelevant details. In consequence, demonstration of explorer's route or invader's march falls down for want of visual clearness. What is wanted is a supply of simple blackboard outline maps on which just the requisite detail for the lesson may be entered by the teacher. Such an outline may be drawn in an inerasable white paint upon the stationary blackboard and preserved for continuous use. Or, if preferred, excellent blackboard maps on rollers may be procured at moderate cost from the dealers. In the next place, historical charts in series, showing land cessions, treaty boundaries, campaigns, routes, population maps, and so on, are desirable. The series published by A. J. Nystrom, Chicago, is one of the latest and best. It should be supplied to the seventh and eighth grades. The high school is more fortunate in having a creditable set of historical maps.

Maps on special aspects of American history may be obtained from the federal government. The Land Office map should by all means be hung in every schoolroom where American history and geography are taught. This remarkable map, 59 by 82 inches in size, shows the public land surveys, Indian, military, and forest reserves, railroads, canals, and national parks, besides numerous other matters pertaining to the nation's growth and expansion. Its cost is nominal and may be secured for schools thru a Congressman without charge. It has already been obtained by the high school and should be secured for the advanced elementary grades. Another instance of useful government maps is the set of seven colored maps on the Louisiana Purchase. The Superintendent of Documents, Government Printing Office, Washington, D. C., furnishes a descriptive price list of government maps.

Books for reading in history and civics are greatly needed. In some schools other textbooks than the adopted one are used for reading, but these are scarcely to be desired for the kind of reading in which boys and girls should become interested. Sound and wholesome books dealing with the life of the people, some of the best books of historical fiction, a few of the great masterworks of the standard historians, are among the types of books so important for use in these years. The high school is again

more liberally provided with books, but these are not of the most serviceable types.

Useful reference material and some excellent reading are to be found in the publications of the State and federal governments. These are supplied at nominal cost and in convenient form for use by students. The biennial reports of the State departments at Indianapolis should be in every school library. A useful and suggestive guide to government publications is a pamphlet, *Teaching Material in Government Publications*, by Frederick K. Noyes (Bulletin No. 47, 1913, United States Bureau of Education). Full descriptive lists of printed documents on lands, transportation, finance, tariff, forest service, maps, American history, etc., may be obtained by application to the Superintendent of Documents, Washington.

The arrangement with the public library whereby books may be lent to the schools is a move in the right direction, but the books should be chosen in the first instance by the teachers who are responsible for the history work. A permanent committee of teachers and principals should be chosen at once whose business it should be to study the material needs of the schools, investigate sources of supply, and make recommendations for annual stocks of books and other supplies.

Efficiency in Instruction. The prime need in all history instruction is clear and accurate definition of aims. This it seems the teachers generally have failed to achieve. Few teachers of history appear to know precisely what they wish to accomplish. The immediate end in view is apparently to cover a given amount of the textbook in the time allotted and to enable the children to "get by" the examinations with creditable showing. Indeed, not infrequently, teachers will offer as a reason for not taking up improved methods of teaching their feeling that the ground must be covered and their pupils prepared for the examinations.

Fundamentally, history instruction should aim to help children to enter with intelligent appreciation and enlightened understanding into the activities of the present-day life and social order. This it may accomplish by training them to trace the development of society, to analyze social situations, and to deal with simple problems of human adjustment. It should seek to cultivate the power of judgment in human affairs, the ability to sift and to weigh the evidence in controverted matters, the habit of reserving a decision until the evidence has all been presented. Such training is of vital import for civic and social life.

At every step, the relation of situations and tendencies in the past to those of the present should be brought clearly into the light. In one class which was visited Socrates' philosophy formed the principal theme of discussion. The teacher skillfully led the class to see the relation of Socrates' teachings to those of Christianity. The children were somewhat surprised to discover the similarity and to find that Socrates proclaimed the Golden Rule more than four centuries before the Christian era begun. In another recitation, the teacher gave a list of persons "who especially aided in the cause of American liberty." Among these were the names of Lafayette, DeKalb, Steuben, Pulaski, Kosciusko. Suffice to say these remained little more than names to the class. If the teacher had reminded the class that these very names are written upon the map

of Indiana today, and had asked the children to find why they were given to cities and counties, these words would have possessed permanent significance. In another class, Virginia was characterized as the "mother of presidents." But the teacher did not refer to the fact that other States at the present time, are, by like token, entitled to a similar distinction.

If we apply to the history instruction the ordinary teaching standards, we find much of the work falls short of its possibilities. The world of education is agreed that the standards for judging instruction are to be found in the life about us. What are the elements in daily living that might be taken as standards for judging instruction?

One of the vital factors in everyday life is *motive*. The chief element in determining a man's efficiency is whether or not he is dominated by strong and worthy purposes. The quality of his character may be said to be determined by the quality of his aims and purposes. Instruction, then, should make full provision for setting up purposes in the pupils as they go about their work. In history, for example, the teacher might suggest that the class work out the part their own family played in the westward migration; that they trace the history of the churches in their own town; or that they find the reasons for existing division of opinion as to the desirability of extending federal as against State authority. In each case, of course, the point for personal investigation serves to illustrate the general topic. A more general purpose might be proposed at the beginning of a course, viz., to discover how many of the wars of the period might have been avoided and thus prove or disprove the theory of arbitration.

Another extremely important factor in daily living is the *weighing of values*. Judging the relative worths of the elements in a situation is a useful process in the accurate analysis of the situation. Daily classroom instruction should see to it that children are trained in estimating relative values. In history teaching, opportunities for such training arise in every lesson in judging the importance of names, dates, and leaders, and like facts to be remembered. Some dates are worth remembering. Others need only to be learned for the lesson. The children should learn to estimate what are the more and less important causes and results of a war, the relative value of the terms of a treaty, the greater and lesser leaders of a movement.

Still another element in life of prime importance to the individual is the *organization of ideas*. The essential difference between the efficient and the inefficient worker, the convincing and the unconvincing speaker, the promoter who gets results and the one who fails, is one of organization or system. In history, again, there is both necessity and opportunity for organization of ideas. Careful and constructive outlining, collecting, and arranging material for a report in class, marshaling facts and evidence in logical and orderly sequence in support of a thesis, all constitute training of the highest value.

Finally, a fourth element in the life about us which ranks in importance with the foregoing is *initiative*. This essential quality of leadership stands high in the world of human values. School instruction should be so pitched as to stimulate individual initiative. In history work,

abundant opportunity arises for fostering initiative. Children may be encouraged to give their original points of view, express independent judgments, indicate their preferences of leaders and personalities, and place their own estimates upon historical movements. They may be stimulated to do certain useful kinds of constructive work, to write letters and keep diaries, compose historical dramas and plan pageants, hold historical conventions and make historical treaties, impersonate historical characters, participate in informal discussions, reports, debates, and like activities.

The treatment of an actual lesson may serve to give point to the foregoing analysis of teaching standards in history. A seventh grade class was observed thru a recitation on the military operations at the beginning of the Revolutionary War. By way of preparation, the class had been asked to read the textbook account, about four pages of Gordy's *History of the United States*, dealing with the battles of Lexington and Concord, the siege of Boston, and the battle of Bunker Hill. The conduct of the recitation consisted of the teacher's calling upon the pupils in turn to state the "causes," relate the "incidents," and name the "results," of the battles and movements. The acme of recitation perfection was apparently the ability to enumerate these formal elements of given historical facts. There was no attempt to furnish background for the action, to relate battle to plan or purpose of the enemy, to supply personal or picturesque incident. Formal textbook study and reproduction, after the formula of "causes, incidents, and results," was the only apparent teaching standard approximated by the teacher.

It is readily seen that such a recitation (not at all exceptional or unusual) is of little value when measured by the proposed standards. It fails to provide for motive, organization, initiative, or appraisal of values. How may this same lesson be treated so as to take care of these standards? Let us show briefly how this may be done.

Suppose, by way of motivation, the pupils be asked to decide beyond all question whether General Gage, himself in a trying and difficult situation, might have averted actual outbreak of hostilities and yet have been faithful to his duties as a general. Might General Gage have won our admiration and approval to this day and still have satisfied his government at home? By way of organizing the lesson, let the topic be announced, "How the war was precipitated," and the class asked to describe accurately the conditions in and around Boston about the middle of April, 1775, and to relate in close sequence the military happenings of the two months between April 19 and June 17. The plan and activities of General Gage may be freely discussed, criticised, and weighed. The relative prudence and foresight of the colonial forces and of the British at Bunker Hill may be analyzed. General Gage and Colonel Prescott, in the persons of two members of the class, may appear and state their respective cases. Decision as to the merits of generalship shown by either side may be left to the class. For content and background the children may be directed to such books as Frothingham's *Siege of Boston*, Wells's *Samuel Adams*, and to Bancroft's inimitable account.

In conclusion, let it be understood that there has been no purpose to criticize or find fault with the teachers. On the whole, the teachers and

principals constitute an intelligent, earnest, and progressive group of workers. As a rule, they are doing about as well as they know how. The fault lies in system and in the traditions of work which the teachers have inherited and which public opinion has tolerated. It is simply our purpose to point to a better way.

Recommendations. The real hope lies in the future. Now that thru the school survey the general situation has been diagnosed, and thru the history consultation the work in that field has been analyzed, it remains for the teachers and principals to study and consider the conditions and take steps for improvement. What course may be pursued to realize the latent possibilities of work in history?

1. We recommend that, as a means of concentrating and directing the study, a committee consisting of representative teachers of history in the grades and high school, and of principals, be chosen to study the problems and confer with the school administration. One section of the committee should attack the question of the course of study, and formulate syllabi for each year of the work. The syllabi should in every case state in clear terms the aims of the course as a whole and the specific aims of each year of the course. They should indicate desirable topics, time limits, relative emphasis, methods of work, and suitable reading. Another section of the committee should study the matter of instruction facilities, including sources of supply, plans of distribution, and modes of using. The superintendent and assistant superintendent should be *ex-officio* members of the general committee and should advise and confer with it in all matters for improvement of the work.

2. We recommend that the school city make a considerable initial investment in visualizing apparatus, and in suitable books, and that it make annual provision for adding to the stock. It should arrange with the library committee for acting upon recommendations of the teachers in the purchase of children's books for the public library.

3. The conferences held during the visitation period should be the first of a series of such meetings. They should be continued thruout the year. In such conferences, all the history teachers of the city may consider together the common needs and common problems which have engaged the attention of the committee. Specified teachers may be delegated to lead the discussions and suggest changes and indicate lines of progress.

Comments by School Superintendents

Some comments of the superintendents in cities where the consultation work was conducted the past year may not be out of place. We append a few of the letters received by the Extension Division.

From Edwin N. Canine, Superintendent of the East Chicago schools: "The work of Mr. Williams was very stimulating and suggestive. In his talks he suggested several new points of view and especially emphasized many of the ideas which we are already trying to work out. His insistence on some of the things I have been insisting upon served to emphasize those things for the teachers, for example, closer organization of upper grade work and more attention to civics all the way thru the grades. Our teachers received Mr. Williams in splendid spirit, and I believe that the effect upon our history work will be both helpful and lasting. On the whole it was very stimulating."

From T. A. Mott, Superintendent of the Seymour schools: "Mr. O. H. Williams spent four and one-half days in our schools last month. His work with our teachers resulted in a strong uplift in their teaching of history as well as an inspiration in all their work. He visited each room in the city and heard recitations in the history work. He offered criticism, and consulted and advised with each teacher whom he visited. He addressed six meetings of teachers on subjects relating to their work in history, and held many personal consultations with individual teachers. Every teacher of history in the grades and the high school felt greatly aided by his visit with us. I am sure that the University can do no more useful work for the schools of the State than by sending into the schools experts in the school subjects who will do work similar to that of Mr. Williams."

From L. J. Montgomery, Superintendent of the South Bend schools: "We felt that the general conference and the round-table discussions were of great value. Mr. Williams has a very accurate knowledge of all lines of history work, also of the aims which history teachers should have. We were glad to have these points brought before our teachers and are sure that good will come of it. We hope to continue the history work along some of the lines which Mr. Williams has indicated and which he will point out more thoroly in his written report."

In a later letter Superintendent Montgomery adds: "Since your visit and report on our work, a committee of about eight teachers have been working with me on our history course, and, while the work is very far from complete at the present time, we shall probably have printed by our school printing department the report in its present shape. We have, perhaps, done more in collecting local history than on any other one point. Suggestions which you made and which were also made by Dr. Bobbitt we have discussed and we realize that they are sane, but we also realize

that it is extremely difficult to put them into practice when forming a course of study."

From J. F. Nuner, Superintendent of the Mishawaka schools: "Mr. O. H. Williams spent four days in our schools visiting, consulting, criticizing, and helping us in every way. Our only regret was that he could not stay with us longer. We feel that we were very greatly helped both in point of view and inspiration. We are planning a reorganization of our history course on the strength of his work. Mr. Williams has the proper point of view and knows how to go into a new place and make his influence felt. The teachers are wishing we could have some one in the other subjects."

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